

# External Examiner's Report 2018-2019

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Thank you for taking the time to complete this report, here are some notes for guidance:

- External examiners complete this form annually.
- It is usually submitted within a month of the final main Assessment Board.
- The University circulates the report widely (internally), and **makes the report available in full to students**. Please do not name or identify individual staff or students in the report.
- Please ensure that you clearly identify comments about collaborative partners, this will help us feed back to them.
- If after starting your report you require more time before submitting it, please select the 'Finish later' button at the bottom of the survey page. When you click on this option a link will be displayed on your screen; please type in your email address and a link to return to your report will be sent to you.
- There will be an opportunity to download a pdf copy of your report at the end of the survey.
- You can expect a written response to your comments from the School responsible for the Department(s) or Programme(s) that you examine.
- Should you have a major concern at any time during your term of office please feel free to write to the [Head of Quality Assurance & Enhancement](#) or the [Vice-Chancellor](#).

If you have any questions about completing the report please email [extexam@uel.ac.uk](mailto:extexam@uel.ac.uk)

The University of East London takes protection of your personal data very seriously and will only process your personal data in line with the Data Protection Principles. You have rights associated with how organisations manage your personal data including the right to understand how your data will be processed and access to copies of your personal data if required. For more information on these rights please contact [dpo@uel.ac.uk](mailto:dpo@uel.ac.uk).

Some of the questions below have been pre-populated with answers based on information in your contract of employment. If any of this information is incorrect please change it and provide an explanation of the change(s) in the free text box half way down the page.

Academic Session:

Name of External Examiner:

Name of home Institution and/or other Professional / Institutional Affiliation:

Title of Department or Programme(s) externally examining at UEL:

Programme title (if known):

Are you contracted as a Lead Examiner? (Most examiners are not. Lead examiners attend boards where award classifications are conferred)

Did you examine modules/ programmes for any partner institutions?

Please list the name(s) of any partner institution(s):

If your personal details have changed in the last year, or you have changed any of the pre-populated questions above, please provide details of these changes. We use this to update our records. E.g., you are now working for a different employer or you have changed your home/ work address.

Dates of Assessment Board(s)

	Date:	Did you attend?	
		Yes	No
Assessment Board:	<input type="text"/>  (dd/mm/yyyy)	<input type="radio"/>	<input type="radio"/>

Assessment Board:	<input type="text"/> (dd/mm/yyyy)	<input type="radio"/>	<input type="radio"/>
Assessment Board:	<input type="text"/> (dd/mm/yyyy)	<input type="radio"/>	<input type="radio"/>

**Have there been any change to your circumstances that may affect your ability to act impartially as external examiner at UEL? \* Required**

Yes  No

If you have ticked 'yes' please provide details of these changes:

## PART ONE – OVERALL FINDINGS

	* <i>Required</i>	
	Yes	No
From the evidence available to me, I confirm that the standards set within the department, (as evidenced by the modules reviewed) are appropriate for qualifications at this level, in this subject	<input type="radio"/>	<input type="radio"/>
From the evidence available to me, I confirm that the marks awarded for student assessments are appropriate and comparable with marks awarded at other institutions with which I am familiar	<input type="radio"/>	<input type="radio"/>
From the evidence available to me, I confirm that the processes for assessment and examination in the determination of credit for modules are soundly and fairly conducted, in line with university regulations and relevant Professional, Statutory and Regulatory Body requirements	<input type="radio"/>	<input type="radio"/>
From the evidence available to me, I confirm that students have the opportunity to achieve standards beyond the threshold level and this is comparable with other institutions with which I am familiar	<input type="radio"/>	<input type="radio"/>

If the answer to any of the questions above is 'no' please provide a brief statement of the respects in which they fall short.

## PART TWO

The University has a particular interest in the areas described in the section headings below. We would also welcome your views on any other matters and space for this is available at the end of the form.

### The standards attained by the students

In reaching a judgement, you may wish to refer to documents within the QAA UK Quality Code for Higher Education, QAA Subject Benchmark Statements, the Framework for Higher Education Qualifications in England, University regulations governing the standards of awards, professional body accreditation requirements and other relevant information.

	Please indicate the extent to which you agree with the statements below * Required						
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable	Not enough information to say
The standards of our students meet threshold benchmarks, internal, and external, including professional body requirements/standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The subject knowledge of our students is comparable to their peers at other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The standard of academic skills of our students is comparable to their peers at other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The failure rates of our students are comparable to their peers at other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These comparisons above extend similarly to modules delivered at our collaborative partners if you cover partner modules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use this section to provide any additional comments (optional).

## The design and structure of the assessment

	Please indicate the extent to which you agree with the statements below * Required						
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable	Not enough information to say
All learning outcomes are assessed appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment methods are fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The assessment methods are inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an appropriate range of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment methods stretch students to perform above threshold levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These statements above apply similarly to assessments provided by our collaborative partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## The general conduct of the assessment

	Please confirm * <i>Required</i>		
	Yes	No	Not applicable
I received all of the draft assessment tasks (for the modules in my allocation that ran in the current academic year)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The nature and level of the assessment tasks was appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suitable arrangements were made to consider my comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If required by a professional/ statutory/ regulatory body. I was involved with meeting/observing students and/or meeting work placed mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



If you examine modules at a 'Franchise'* partner. I was given access to a sample of UEL on campus materials in order to examine their comparability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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\* Franchise: Where UEL have licenced other institutions to deliver whole programmes or stages of programmes that also run on the UEL campus. Definitions of types of partnership are in Part 11 of the UEL Quality Manual.

	Please indicate the extent to which you agree with the statements below * Required						
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable	Not enough information to say
Appropriate procedures are in place for the moderation of papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment boards are conducted appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to distinguish between students at each centre of delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Progression decisions were made fairly and consistently, in adherence to the regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Marking

	Please confirm * Required		
	Yes	No	Not applicable
I received examples of assessment for all modules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received an appropriate range of examples of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suitable arrangements were made to consider my comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Please indicate the extent to which you agree with the statements below * Required						
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable	Not enough information to say
Internal marking is accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal marking is consistent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate procedures are followed for marking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is implementation of UEL's policy on Second and Anonymous Marking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear marking criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is appropriate use of the full range of marks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback is appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback is consistent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These statements apply similarly to marking at our collaborative partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Please use this section to provide any additional comments (optional).

## The modules

	Please indicate the extent to which you agree with the statements below * <i>Required</i>						
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable	Not enough information to say
The standards of modules meets internal and external threshold benchmarks, including professional body requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of modules is appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The structure of modules is appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modules are up to date with current thinking in the discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching on modules exceeds sector norms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The modules prepare students for employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The modules prepare students for further study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Learning Environment

	Please indicate the extent to which you agree with the statements below * Required						
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable	Not enough information to say
Students are engaged at UEL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who are underrepresented in Higher Education can succeed at UEL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appropriate resources are in place to help students succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning environment is stimulating for students, providing the right level of challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities exist for students to engage in activities that benefit their personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities exist for students to engage in activities that benefit society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Execution of the Examiner Role

	Please indicate the extent to which you agree with the statements below * Required						
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable	Not enough information to say
I have a productive relationship with the academics responsible for modules in my remit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Administrative arrangements are in place to help me succeed in my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Matters arising from previous examiner reports were adequately addressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, things have improved since last year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Further comments

*Please ensure that you clearly identify comments about collaborative partners; this will help us feed back to them.*

Please comment on any areas of good practice that you would particularly like to highlight.

Please comment on areas that could be improved. *If you have given a negative response to any of the survey questions, it would be particularly helpful to understand why that is.*

A large, empty rectangular box with a thin black border and a light beige background, intended for providing additional comments.

*Any other comments not mentioned elsewhere. If this is your final report, we would be particularly interested in a summary of your findings over your term of office.*

A large, empty rectangular box with a thin black border and a light beige background, intended for providing additional comments.

# PART THREE

## Awards

	Please confirm	
	Yes	No
From the evidence available to me, I confirm that the standards set for the awards are appropriate for qualifications at this level	<input type="radio"/>	<input type="radio"/>
From the evidence available to me, I confirm that the standards of attainment and completion are comparable with similar programmes or subjects in other UK Institutions with which I am familiar	<input type="radio"/>	<input type="radio"/>
From the evidence available to me, I confirm that the processes for assessment, examination and the determination of awards are sound and fairly conducted, in line with university regulations and relevant Professional, Statutory and Regulatory Body requirements	<input type="radio"/>	<input type="radio"/>

If the answer to any of the questions above is 'no' please provide a brief statement of the respects in which they fall short.

Please indicate the extent to which you agree with the statements below						
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Applicable	Not enough information to say



The standards of student attainment is equivalent to peers on comparable programmes elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The standard of the programmes on which awards have been made are appropriate for the awards to which they lead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate procedures are in place for operation of the assessment board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Matters arising from previous examiner reports were adequately addressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*In your answers below please ensure that you clearly identify comments about collaborative partners; this will help us feed back to them.*

Please comment on any areas of good practice that would particularly like to highlight.

Please comment on areas that could be improved. *If you have given a negative response to any of the survey questions, it would be particularly helpful to understand why that is.*

Any other comments not mentioned elsewhere. *If this is your final report, we would be particularly interested in a summary of your findings over your term of office.*

By clicking 'Finish' you are submitting your final report.

There will be an opportunity to download a pdf copy of your report on the next page.

If you require more time before submitting your report please select the 'Finish later' button at the bottom of this page.

If you have any questions regarding your report before submitting please contact the External Examiners' Administrator on 020 8223 2011 or [Extexam@uel.ac.uk](mailto:Extexam@uel.ac.uk)

Thank you for your contribution to assuring standards and quality at UEL.

We recommend emailing yourself a completion receipt and downloading your responses for your records.

The External Examiners' Administrator Telephone Number: 020 8223 2011

E-mail Address: [Extexam@uel.ac.uk](mailto:Extexam@uel.ac.uk)

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## Key for selection options

### 4 - Title of Department or Programme(s) externally examining at UEL:

Health & Nursing  
Professional Psychology  
Architecture & Visual Arts  
Media, Fashion & Communications  
Business  
Early Childhood & Education  
Bioscience & Sport  
Psychological Sciences  
Engineering & Computing  
Music, Writing & Performance  
Law & Criminology  
Social Sciences & Social Work  
Teacher Education  
Tavistock & Portman NHS Foundation Trust  
Graduate Research Methods  
School of Arts and Digital Industries, Lead Examiner  
School of Architecture, Computing and Engineering, Lead Examiner  
Tourism, Hospitality & Events Management

### 6 - Are you contracted as a Lead Examiner? *(Most examiners are not. Lead examiners attend boards where award classifications are conferred)*

Yes  
No

### 7 - Did you examine modules/ programmes for any partner institutions?

Yes  
No

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